

# THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

## PILOT PROGRAM FOR WAIVERS FROM THE 180-SCHOOL DAY REQUIREMENT FOR THE PURPOSES OF ECONOMY AND EFFICIENCY “FLEXIBLE CALENDAR”

### BACKGROUND

The 2009 Legislature created a pilot program in which the State Board of Education (SBE) was given authority to grant waivers from the requirement for a one hundred eighty-day school year to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency (RCW 28A.305.141). Only five school districts are eligible for these waivers, two of which have student populations under 150 and three of which have student populations between 150 and 500. The requirement that school districts offer an annual average instructional hour offering of at least one thousand hours cannot be waived.

At the September 2009 Board meeting, SBE adopted an application, criteria to evaluate waiver requests, and indicators for determining effects on student learning. SBE will analyze empirical evidence from school districts with waivers to determine whether the reduction in days is affecting student learning. If SBE determines that student learning is adversely affected, the school district will need to discontinue the flexible calendar as soon as possible but no later than the beginning of the next school year after the determination has been made.

SBE will examine the waivers granted and make a recommendation to the education committees of the Legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or repealed. All waivers for this pilot program expire August 31, 2014.

### Applications for Consideration:

SBE staff and the Waivers Committee have reviewed the applications from Bickleton School District, Lyle School District, and Paterson School District and have determined that they meet the eligibility requirements and criteria outlined by the Legislature and SBE.

### **1. Bickleton School District**

#### ***Student Count:***

	Count	Year
Most recent Student Count for the district? (please identify year)	92	2009
Estimate for the next student count? (if available)	105	2010

#### ***Current waiver status:***

Any active waivers?	NO
If yes, please identify.	

**Is the request for all schools in the district?**

Yes or No	Yes, we only have one.
If no, which schools or grades?	

**How many days are being requested to be waived and for which school years?**

Number of Days	18 days	30 days	30 days
School Years	2009-2010	2010-2011	2011-2012

**Will the district still meet the requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours?**

Yes or No	Yes (1150 hours)
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**Details of Request:**

(Please include as much detail as possible. The spaces will expand as you type or paste text)

**Item 1: Gains from compressing the instructional hours into fewer than one hundred eighty days:**

**a. Explain and estimate the economies to be gained.**

The areas that will help us with economies are transportation, utilities, and maintenance. Our school district is over 500 square miles. Over 50% of our student body utilizes the bus to get to school. With a flexible schedule we estimate we can save \$35,000 in transportation alone. This includes bus driver salaries, bus maintenance and fuel. Utilities savings will be approximately \$7,000. We took an average of our utility bills over the past three years to determine this estimate. We also believe that the savings in building and ground maintenance will be approximately \$1000. Aide salaries savings will be around \$7,000.

**b. Explain and estimate the efficiencies to be gained.**

We believe the key to a successful pilot program is the assurance of a non-interrupted school day. Our students are pulled from classes in the current system because of athletics, activities, and appointments. Staff misses student contact time for the same reasons. Presently, due to our location, when students or staff members need to go to appointments, they typically miss an entire day. For staff, that means hiring a substitute teacher to fill the position. This is expensive and teaching is not the same as it would be with the regular classroom teacher. The flexible schedule will afford students and staff a day to schedule appointments and activities that will not detract from classroom contact time. After comparing the traditional calendar with the flexible calendar, it appears that there will be as much or more teacher-student contact time with the flexible calendar. The extended day of the flexible calendar creates longer blocks of time available to complete lessons such as science labs and vocational classes. This allows the teaching staff more opportunities to personalize education to meet the needs of our students

with additional direct instruction particularly in math and reading interventions.

**Item 2: Explain the effect that the waiver will have on the financial position of the district.**

The waiver will allow us to maintain the fidelity of our all ready successful programs. Without it, our programs will suffer do to the inability to maintain the current staffing structure. As we collect data we will be interested in involving students, parents, staff and community and even our ESD to quantify student and staff outcomes from a flexible schedule. Because there will be financial savings to the district and to the state, our data will necessarily involve all levels in a partnership to evaluate outcomes. Although the stimulus funds have helped the larger school districts, Bickleton's allocation was \$13,000 less than the states allocation reduction. We will not receive stimulus money for basic education, only for special education.

**Item 3: Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.**

Transportation	\$ 35,000
Utilities	7,000
Sub Costs	4,000
Aide Salaries	7,000
Building Maintenance	1,000
Potential Savings	\$ 54,000.00

**Item 4: Explain how monetary savings from the proposal will be redirected to support student learning.**

Monetary savings is a misnomer. What we are really trying to accomplish is recouping lost revenue that supports the very programs in which our students have had so much success. This past year we have lost \$100,000 in Reading First funds, \$50,000 in I-728 funds and have had a reduction in Title dollars. This has been devastating for our district. All of the money saved from the flexible schedule will be used for para pro salary and benefits. We have combination classrooms (i.e. 1-2, 3-4, 5-6. etc.). To make the reading and mathematics programs work, the classrooms need to be split into single classes for the appropriate grade levels. We utilize the classified staff to accomplish this and to keep the intervention structure intact. It is this structure that bring below average students up and beyond standard. Without the savings from the flexible schedule, the district will have to look at eliminating some classified staff positions. This would have a domino effect on our programs. The para pros are also our bus route drivers. Without employment as a para, they would not be able to sustain a living with just driver wages. This would force them into seeking employment somewhere else. The district does not have any spare route drivers so not only do we upset the classroom structure, we now have no one to get the students to school.

***Item 5: Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.***

This is probably the most exciting potential that we would have with a flexible schedule. Two days per month the staff would participate in professional development that is unique to the Bickleton School District. The flexible schedule will allow enough time to develop and enhance our existing programs K-12. It gives staff opportunity to discuss curriculum issues, define and set goals, revisit what works and what does not, as well as, student development from classroom to classroom. This is one of the reasons a flexible schedule would work in a very small, rural district. On the student side, this would be the first time Bickleton School would have an opportunity to develop a bona-fide school to work program. We partnered with the new wind turbine industry to develop apprenticeship programs for our students. The apprenticeships would be in the discipline of electricians, office tech, environmental engineering, wildlife biology, Junior Firefighter program, and certification in Emergency Medical Training. At no time in the history of Bickleton Schools have there been the potential opportunities that would exist with the 180 day school waiver. All extra-curricular activities will be held on the unscheduled day. Historically we have had to adjust our end of the year calendar which makes it difficult to schedule graduation due to weather disruptions. The flexible calendar would not affect previous scheduled end of the year events.

***Item 6: Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.***

On April 14, 2009 we held an advertised public meeting to discuss the waiver and the process. The information presented was well received from the public. There was absolutely nobody not interested in trying the flexible schedule. Our agricultural base community can see a true benefit from having the waiver. This was a very positive meeting and has total support from the Board of Directors of the Bickleton School District. The community's concerns at the public meeting were centered on how a flexible calendar would affect our student's academic progress and the delivery of curriculum. The questions were focused on whether curriculum would be less concentrated; more concentrated, or stay the same. The secondary concern was how it will affect other students activities i.e. sports, student leadership activities, clubs, etc. There was an intense discussion of students' academic outcomes, and our educational offerings being able to preserve the high level of success we have achieved throughout the past. Due to our small, rural demographic, our parents and community are very "hands on" and most are cognizant of student achievement, graduation rates, and post-secondary education success. There was great satisfaction with our projection of maintaining academic concentration here at Bickleton, and the community is very supportive of our being part of the pilot program.

***Item 7: Child nutrition program:***

***a. Explain the impact on students who rely upon free and reduced-price school child nutrition services.***

N/A Bickleton School District does not offer a child nutrition program.

***b. Explain the impact on the ability of the child nutrition program to operate an economically independent program.***

N/A Bickleton School District does not offer a child nutrition program.

***Item 8: Explain the impact on the ability to recruit and retain employees in education support positions.***

As stated above, without the monetary savings, the district will not be able to maintain the fidelity of our classrooms through the help of employees in support positions. These people understand that it is in their best interest to work around a flexible schedule being employed as opposed to not having employment at all. We have looked at the possibility of financing out of the General Fund and found that if we do that, we would have to cut other areas such as drama and vocational classes. That is not in our best interest either.

***Item 9: Explain the impact on students whose parents work during the missed school day.***

Again, this is another reason that a flexible schedule would work in Bickleton. All of our students have moms and dads, grandparents, and aunts and uncles that live in the community. Most parents have farms and are home working. All students have a place to go that is safe (typically with a relative). Others will have jobs or work at home on the farm. This was discussed at the community meeting and it was determined that there would not be an impact on the students during the missed day and total support from the School Board.

***Item 10: Explain how content is being accommodated from the waived days to the remaining days for elementary and secondary grades levels.***

With an extended day, students have a longer block of time (about 15%) available to complete lessons such as science labs and vocational classes. It creates an opportunity to personalize education to meet the needs of all students. It allows additional direct instruction time available for math and reading interventions. The key is the uninterrupted school day. After comparing schedules from previous years to the flexible schedule, there is as much quality instruction time spent on a shortened uninterrupted calendar as there is on the traditional calendar. As we have studied the ramifications of a flexible calendar for the past year or better, there has been constant communication with the staff. At our weekly staff meetings, there were open and very frank discussions as to the projected effects of a concentrated schedule/ calendar. Teachers were asked to consider, and have dialogue about each of their programs and how they would handle curriculum delivery and student progress monitoring to maintain or even increase student achievement. Strategies were formed for delivery and reporting and the staff understands that there will be expectations of increased progress monitoring to insure that the integrity of the educational program at Bickleton School is not compromised.

**Item 11: Student achievement:**

**a. Describe the assessments and observations will the district use to analyze student achievement over the course of the waiver?**

WASL (MSP), Diebels, Progress Monitoring, CBA's , Star Reading, Star Math, PSAT for Sophomores and Juniors.

**b. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred).**

Provided to SBE staff.

**Item 12: Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g., lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).**

The potential academic benefits will be uninterrupted student-teacher contact time, lower absenteeism from staff and students which academically will keep the regular teacher in the classroom. Professional development will give opportunities for staff collaboration which will have a direct impact on student achievement. Because of the size of our district, students will have fewer long commutes to school. Formation of a solid school to work program will provide enriched and enhanced activities for students. We have been researching a school to work program with businesses in our area and have succeeded in getting verbal commitments to such programs. Students have been made aware of the opportunities that this program would provide. The staff is prepared to work with industry and students to make a viable program work in our area. This is primarily set up for students 9-12. For K-8, Bickleton School, community and staff support the necessity of maintaining our para pro structure because we have witnessed the immense benefit to our reading and math programs over the past six years. Bickleton K-8 school is made up of combination classrooms i.e. 1-2, 3-4, 5-6, 7-8. Our successful reading and math classes are dependent on being able to break these combinations apart so teachers and staff can work with individual classes. Bickleton School is at a point financially to lose its ability to maintain the support structure that makes all this work. We believe that a flexible schedule will allow us to keep the current structure intact. Without it, the only way to maintain is to cut programs in other areas. This is a "rob Peter to pay Paul" scenario. For K-12 as a whole, all out of district educational experiences will be made available on the off day. This will keep students in the regular classroom during the uninterrupted time and also allow us to expand their educational experiences when they will have more time to commit to the activity which can be linked back to the regular classroom.

**Bickleton School District Information from OSPI Report Card Web page**

Free or Reduced-Price Meals (May 2009)	0	0 %
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2007-08	2006-07	2005-06
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Annual Dropout Rate				
On-Time Graduation Rate	100 %	100 %	100 %	
Extended Graduation Rate	100 %	100 %	100 %	
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	61.5 %	30.8 %	42.2 %	
8th Grade	100 %	78.6 %		85.7 %
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
3th Grade	100 %	72.7 %		
7th Grade	92.9 %	57.1 %	71.4 %	
10th Grade	100 %	80 %		20 %
<b>2006-07 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
6th Grade	91.7 %	83.3 %		
<b>Met AYP in 2009?</b>		<b>In Improvement?</b>		<b>Summit District?</b>
Yes		No		No

## 2. Lyle School District

### **Student Count:**

	Count	Year
Most recent Student Count for the district? (please identify year)	311.4 FTE	10/2009
Estimate for the next student count? (if available)	312-316	11/2009

### **Current waiver status:**

Any active waivers?	Yes
If yes, please identify.	Waiver for 4 additional Learning Improvement Days

### **Is the request for all schools in the district?**

Yes or No	Yes
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If no, which schools or grades?	
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***How many days are being requested to be waived and for which school years?***

Number of Days	12 days for the remainder of the 2009-10 school year. 24 days for the 2010-11 and 2011-12 school years. Fewer may be used depending on the annual review and needs assessments. The core of this program is to establish a flexible calendar that meets or exceeds the 1000 hour requirement and provides an educational program that fits the community.
School Years	Remainder of 2009-10, 2010/11, 2011/12, and first semester of 2012/13 if the whole year is not allowed.

***Will the district still meet the requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours?***

Yes or No	Yes
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**Details of Request:**

(Please include as much detail as possible. The spaces will expand as you type or paste text)

***Item 1: Gains from compressing the instructional hours into fewer than one hundred eighty days:***

***Explain and estimate the economies to be gained.***

The economies of the flexible calendar are gained from not spending tax dollars in transportation, maintenance, utilities, personnel and supplies.

**Transportation-** Estimated 20% savings on bus routes- \$15,000, prorated to approximately \$91.00 per day. Funding from the State will be reduced by whatever formula they decide on for the flexible schedule. We project that it will be a prorated formula due to the fact that each pilot program will not have the same amount of days at each campus.

Previously waivers have not suffered loss of transportation revenue from the State. This would call for a prorated reduction across the board to those districts that do not operate on a full 180 day calendar.

Local funds, as always, will subsidize any transportation shortfalls.

**Maintenance-** Buses last 20% longer- \$80,000 over the life of the waiver request if a bus will not have to be purchased.

Mechanical and diagnostic savings are an estimated \$12,000 due to less brake jobs, tire wear, electrical problems, towing during bad winter trips and other overlooked costs of running a bus line.

**Utilities-** Lyle campus \$2500, savings at the HS/MS will be less due to community input on expanded programs to be run by staff and patrons.



Dallesport campus \$4,000, Learning Improvement Days and LAB days will be held in one portable building affording a bigger savings on utilities.

**Personnel-** \$2,000 estimated from voluntary leave without pay requests. Substitute costs will be reduced by \$12,400 after analyzing figures from previous years.

**Supplies-** \$3,000 will be saved on daily toiletries, laundry, water usage, health supplies, paper products and computer supplies.

**Total savings** is estimated at \$50,900, not looking at the long term cost savings of \$80,000 for a bus.

***Explain and estimate the efficiencies to be gained.***

The anticipated effect of the flexible calendar will increase interest and involvement from the students, staff and patrons.

**Attendance-** Student attendance will be monitored very closely during the required scheduled school days. The motivating factor of the school year being different will increase attendance. Substitutes will be used less due to increased staff attendance. The improvement in staff attendance will not only help in costs but increase achievement among students. It is beneficial to have a high level of instruction be consistent throughout the year. Fewer sub days equate to improved learning in the classroom which raises scores, which brings about happier students, followed by teachers seeing a difference and parents liking what they see.

**Program Enhancement-** The 6 community meetings held in Dallesport and Lyle have produced a sense of involvement from not only parents but patrons that hope to see some vocational and more life skill classes offered.

The LAB days, these are days that the school is opened and staffed but no transportation is provided, offer students, teachers and community members a chance to facilitate and participate in shop, music, science, community garden, archery, hunting, fishing, attend sporting events, tutoring, mentoring and job skill related activities that can be held on this nontraditional day.

**Student Work-** Students can opt to attend LAB days, work independently, job shadow or fill the need for workers in area businesses. This is an opportunity that will help support the monetary needs of families for college savings, transportation and living expenses.

***Item 2: Explain the effect that the waiver will have on the financial position of the district.***

A \$50,000 savings to the district will help make up the loss in student count, state and federal funding shortfalls and provide some assistance in maintaining the current personnel roster.

Enrollment has declined from 454 K-12 students in 1994 to 312 in October of 2009. The district has lost 18 students in the past year. This student reduction is a direct loss of funding to Lyle.

The district had to RIF 2.7 staff, combine bus routes, put a hold on K-12 math adoption and not fund the cross-country and golf teams.

The savings is money that is not spent hopefully this will help offset the falling enrollment and staff reduction.

***Item 3: Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.***

Substitutes- \$12,400

Fuel- \$15,000

Food- \$0, Lunches will be served on LAB days. There are no plans to cut this item.

Utilities- \$6,500

Salaries- \$2,000 from voluntary Days Without Pay.

Supplies- \$3,000

Maintenance/Grounds- \$12,000

***Item 4: Explain how monetary savings from the proposal will be redirected to support student learning.***

The monetary savings from the proposed waiver will not infuse a large amount of money to support student learning. This may help maintain a respectable fund balance of 6-8% and hopefully enable the district to purchase a new math curriculum.

***Item 5: Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.***

The label that has been attached to these unscheduled days at Lyle School District is LAB days. These are non-transportation Fridays in which both campuses will be open for students to come in for tutoring, vo-tech enrichment classes, senior projects, co-curricular practices, catch up on homework and mentoring.

This will not be set up as a child care facility on a LAB day. Students will be studying, working on projects, mentoring and tutoring other students.

Food service will provide a mid morning meal to all attending the LAB day. This will be the same as the regular school lunch at no charge to the students.

There will be certified and classified staff along with community volunteers at both campuses to assist students with their chosen projects.

Programs that are outside the core curriculum will be taught on LAB days. The current after school program does offer some of these opportunities during the week for those that don't attend LAB days.

The classes will be open to those who live in the district, not just students. These include house wiring, welding, carpentry, gardening, drama production, music lessons, choir, digital photography, food service certifications, sports practice, hunting and fishing clubs and

renaissance club. The benefit of these classes will be to enhance life skills and allow students, parents and patrons to work and learn together.

The flexible schedule not only allows a variety of offerings but will make the school year different and more exciting to all involved. There is anticipation in this project that is allowing the public to get involved, participate and provide a positive learning environment for students and the adults.

LID days are scheduled with LAB days to accommodate classes and provide hours for staff that are not involved in the Learning Improvement given that day.

Snow days can be substituted for a LID/LAB day in the event of a school closure. Lyle is not in the habit of taking days off for weather unless it is extreme; there were no days off in the 08-09 year due to weather.

***Item 6: Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.***

Lyle Schools have held 6 public meetings over the last 2 years of planning the flexible calendar. There were 3 no comments in the surveys that were sent home with the students. Two of those were inquiries to 'how it would work' after some discussion they were OK. The third was just a NO, this came from a family that was concerned with childcare. They are located very close to school enabling their child to walk to LAB days.

Comments were positive. "I am glad to have more time with my kids." "Seems like a logical thing to do." "Go for it." "Good time to save a little cash." "The Dalles does it. Why can't we?"

The last two public meetings at Dallesport Elementary and Lyle High School were sparsely attended. People called in and voiced support but were surprised we hadn't already started the flex schedule. Some asked if they had to come or just say yes over the phone.

Concerns were addressed by either a phone call or personal contact with the questioning parent. The annual Title I survey will also include feedback on the new schedule.

Patrons are able to contact the office and visit the school anytime. The superintendent's phone number is in the book and all calls are answered.

***Item 7: Child nutrition program:***

***Explain the impact on students who rely upon free and reduced-price school child nutrition services.***

Lyle and Dallesport are presently operating under Provision 2 which provides free lunch for all students. We will be serving a lunch on LAB days.

Dallesport serves breakfast, lunch and an after school snack along with the weekend backpack program run by the County of Klickitat.

Lyle serves lunch and an after school snack to high school and middle school students.

The drama program serves a dinner on the nights of play practice, I just finished doing the dishes from my homemade potato soup, cheese, wheat and pizza bread and juice feed.

***Explain the impact on the ability of the child nutrition program to operate an economically independent program.***

The child nutrition program can be run at the same or less cost than the National School Lunch program.

We eliminated the NSL program for a year, did our own shopping, gleaned fruit and veggies from orchards, received donations from farmers and ranchers and utilized the Klickitat County food bank to have a very successful program.

Students were served soup/sandwiches along with fruit/veggies, juice, water, milk and desserts for lunch. This came without regulations and a lot of paperwork ending in a push on the cost of the program.

We returned to the Provision 2 only because we could offer free lunch to all students in the school. Portion control is prohibitive but we try to feed our students often and well.

***Item 8: Explain the impact on the ability to recruit and retain employees in education support positions.***

The Lyle School District is in a unique and active area that lends itself to easy recruitment and retention has not been a problem. We currently have 7 staff that can retire and the majority of the staff has over ten years with the district.

***Item 9: Explain the impact on students whose parents work during the missed school day.***

Working parents are encouraged to arrange their schedule to meet their family needs. The school plans to provide lists of daycare providers, train students in childcare, offer community service hours for childcare and offer a space for parents to meet and form a childcare coop if they find the need or opportunity.

The childcare coop will only meet on campus. Services will be provided out in the community as organized and run by the parents and patrons of the district.

***Item 10: Explain how content is being accommodated from the waived days to the remaining days for elementary and secondary grades levels.***

Weekly staff meetings are held at both campuses, Dallesport- Wed. 2:30 Lyle-Friday 7:30. The flexible calendar and curriculum are frequently discussed. It is the consensus and conclusion that the same level of instruction will be maintained during a flexible schedule.

Improved student and staff attendance will enhance instruction and curriculum delivery by increasing the time teachers have with their students. It is known that having a substitute is not the same as the regular classroom teacher.

Classes will be slightly longer, 12 minutes and the 1000 hour of required instruction time will be exceeded.

Current curriculum will be taught as required and covered by students and staff. There is no

indication that learning will be compromised by extending the day.

Increased attendance by staff and students will afford the opportunity to reach higher levels of competency than with the substitutes of past practice. This is an anticipated goal but seems to have a lot of realism in it.

The more contact we provide the student with their regular teacher the better the curriculum and academic achievement should rise.

**Item 11: Student achievement:**

***Describe the assessments and observations will the district use to analyze student achievement over the course of the waiver?***

We presently use the WRMT, DIBELS, STAR test, Accelerated Reader, Stanford Diagnostic and WASL scoring to analyze student achievement.

Students will be level tested in math and reading at the beginning and towards the end of each year. This is a standard practice that is presently being used by the after school program.

These scores will help us to determine if the flex schedule will be reinstated year to year. The district is committed to analyzing, testing and determining the outcomes of the pilot program. If the pilot is not showing positive results then it will be terminated.

***Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred).***

Provided to SBE staff

***Item 12: Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g., lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).***

We have been looking at the flex calendar for over 4-5 years. Knowing that the 180 day rule was the obstacle holding us back. The flexible calendar is a way to provide a different and exciting viewpoint to the school year. This seems to be an opportunity to advance forward and provide an educational environment that lets students, staff and parents feel involved.

The district currently has a waiver for 4 Learning Improvement Days for staff development. These days will be incorporated into the new flexible calendar, knowing that we will not be operating on the premise of two waivers.

Professional Development is a priority for the district staff. A current survey shows that staff is 60% satisfied with the current level of PD and parents are 85% satisfied with the way PD is used to develop curriculum and determine the needs of students.

The biggest positive is increased student and staff attendance. This will help all involved move forward with curriculum goals and achievement. Students will receive more instruction just by the proposed fact of better attendance. If the student and the teacher are in contact with each

other on a very consistent basis then the end product will be better teaching and more learning. No matter how anyone looks at it, the substitute in the class does not deliver the same as the assigned certified staff member.

Some students are now riding at least 60-90 minutes one way on a bus route. Some have to walk only a few blocks. The playing field is a little askew when this goes on for an extended period of time, students perform better when not subjected to those long rides 5 days a week. This is one of the reasons that we don't have the half-day Wednesday.

We have the philosophy of 'have school or don't have school'. This rings true with the 2 hour delays, we rarely have them because of the way the day is thrown off.

The Lyle School District would like the opportunity to PILOT this flexible calendar to provide a school year to students, staff and patrons that is not only a little different but allows the community as a whole to have some fun, be creative and in the end find out if our ideas will work on a long term basis.

**Lyle School District Information from OSPI Report Card Web page**

Free or Reduced-Price Meals (May 2009)	330	97.60%
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	2007-08	2006-07	2005-06
Annual Dropout Rate	5.20%	7.30%	12.70%
On-Time Graduation Rate	77.10%	70.70%	54.80%
Extended Graduation Rate	77.10%	74.10%	54.80%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	43.50%	52.20%	52.20%	
7th Grade	53.60%	42.90%	53.60%	
10th Grade	73.30%	43.80%	85.70%	20.00%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	46.70%	20.00%	43.30%	
7th Grade	37.50%	22.70%	40.90%	
10th Grade	63.20%	42.10%	68.40%	16.70%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	56.80%	27.00%	21.60%	
7th Grade	44.40%	22.20%	50.00%	
10th Grade	58.60%	37.90%	75.90%	13.80%

Met AYP in 2009?	In Improvement?	Summit District?
No	No	No

**3. Paterson School District**

**Student Count:**

	Count	Year
Most recent Student Count for the district? (please identify year)	102	09/10
Estimate for the next student count? (if available)	105	10/11

**Current waiver status:**

Any active waivers?	NO
If yes, please identify.	

**Is the request for all schools in the district?**

Yes or No	YES
If no, which schools or grades?	

**How many days are being requested to be waived and for which school years?**

Number of Days	26	36	36	14
School Years	09/10 (Start 1/4/10)	10/11	11/12	12/13 (thru Dec 12)  Rationale: The pilot is for the equivalent of three school years. We plan to start ½ way through 09/10 and will plan to execute the Waiver through December 2012.

**Will the district still meet the requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours?**

Yes or No	YES
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**Details of Request:**

**Item 1: Gains from compressing the instructional hours into fewer than one hundred eighty days:**

**a. Explain and estimate the economies to be gained.**

Reduction in classified TA time from 5 days/week; to 4 days/week.	\$9000
Reduced food service costs: staffing and food products	6500
Reduced utility costs – heat, lights, AC, garbage	3000

Reduced transportation costs – staff, fuel, tire wear	8500
Reduced substitute teacher expenditures (We paid \$126/day)	1500
<b>ESTIMATED SAVINGS Per Year:</b>	<b>\$28,500</b>

***b. Explain and estimate the efficiencies to be gained.***

**Potential Academic Benefits:**

- Longer blocks of time available to complete lessons such as science labs
- More opportunities to personalize education to meet the needs of our students.
- Lower absenteeism of students and teachers.
- Additional direct instruction time available for math and reading interventions. (This will positively impact our fragile learners, and in particular our ESL students.)
- More opportunities to continue our curriculum review and purchase of materials.
- Fewer long commutes for students. (Many of our children spent more than 1.5 hours per day riding the school bus.)
- Provide additional support to the academic learning process by rehiring a partial FTE classified teacher assistant and recapturing a portion of the time lost by the certified reading specialist.
- District plan includes up to an additional 15 off-schedule Fridays to provide enrichment and enhancement activities such as field trips, fine arts, special project support, homework support – this will limit the disruptions to the regular instructional schedule. The 15 enhancement/enrichment days (70 hours) are in addition to the 143-days (1000 hours) of direct instructional time. Total direct instructional time available to students is increased to 1070 hours.

***Item 2: Explain the effect that the waiver will have on the financial position of the district.***

The reduction in funding from the State, beginning with the 2009/10 school year, put the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. It is our hope to be able to rehire a partial FTE classified assistant as well as recapture a portion of the certificated reading specialist's time.

***Item 3: Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.***

Reduction in some classified TA time from 5 days/week; to 4 days/week.	\$9000
Reduced food service costs: staffing and food products	6500
Reduced utility costs – heat, lights, AC, garbage	3000
Reduced transportation costs – staff, fuel, tire wear	8500
Reduced substitute teacher expenditures (We paid \$126/day)	1500
<b>ESTIMATED SAVINGS Per Year:</b>	<b>\$28,500</b>



***Item 4: Explain how monetary savings from the proposal will be redirected to support student learning.***

The reduction in funding from the State, beginning with the 2009/10 school year, put the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. It is our hope to be able to rehire a partial FTE classified assistant as well as recapture a portion of the certificated reading specialist's time.

***Item 5: Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.***

- We plan to utilize up to 15 of the unscheduled Fridays each year to provide enriching and enhancing activities. We will utilize some of our Federal dollars (21<sup>st</sup> Century and Gear Up Grants) to bring children BACK into the school on these days.
- Activities will include field trips, drama, art, music, special project support, additional intervention time, and homework support.
- Building staff meetings and staff development opportunities will be planned outside of the student instructional day. This will reduce the need for substitutes and will reduce the disruption to the student learning process.
- Days lost to inclement weather or other disruptions to the school year will be made up on the unscheduled Fridays. This will allow the District to maintain the integrity of the calendar year.

***Item 6: Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.***

The issue of the modified/flexible calendar has been brought before parents and staff at a variety of different meetings (PTO, PAC, school board, 1:1 and small group discussions) since early last winter.

Mrs. Douglas provided information on three different scenarios for length of school day and school year. She noted that there would be no change in the start of the day - 8:20 AM. The end times reviewed included 3:30, 3:35 and 3:40. The unanimous consensus of the group was to support starting the modified calendar schedule January 4, 2010. Parents also unanimously approved a daily schedule that would have students start at 8:20 AM and end the day at 3:40 PM. This day would provide 7 hrs of instruction daily; with a minimum of 143 calendar days per year (1000 hrs.).

**SUMMARY OF COMMENTS:**

- What about kinders? Many are tired at the end of the current scheduled day (3:00), how could we lessen the impact of a longer day for these young children?
- One teacher noted that when she taught kindergarten she would have her students "rest" for 30 minutes right after lunch recess each day. She would use this time to read aloud to the students. At the beginning of the school year some of the younger students fell asleep during this time while others just rested. She noted that everyone benefitted from the short break. By mid-year most students no longer required a nap.
- All parents agreed that this would be a perfect solution to this concern.

- We are a very unique community. Because we are a remote and rural farming community many parents already work a modified schedule during the winter months. (Monday thru Thursday). The pay day for most of the farm workers is Thursday evening so they plan their shopping trips and appointments for Fridays. Because of the long distances (up to 45 miles one way) for parents to travel for services, parents often plan routine medical and dental appointments for their children on the same day that they do their banking and shopping. The new calendar would allow parents to take their children without it negatively impacting their education.
- I really like the plan for the off-schedule Fridays. This day would be a little shorter (10:00 AM to 3:00 PM) so it would be perfect for younger children. It would be parent choice if their child attended 1 or all of these days. I also like the idea of having longer blocks of time for activities such as robotics, drama, sports camps.
- Will parents need to provide lunch on these extra days? No, the district will continue to provide lunch and a snack on the off-schedule Fridays.
- Staff comments:
  - We are excited about the larger blocks of time for instruction.
  - This schedule will make it easier to do projects, science, experiments and reading.
  - Feel that we will be better able to provide interventions to struggling students.
  - Really like the extra Fridays to work with students on big projects.
- Parent comments:
  - What can we do to help make this happen? I like it!
  - Wonderful

The overall consensus of parents and staff is that they are very supportive of the District's proposal to participate in the Modified Calendar Pilot program.

**Item 7: Child nutrition program:**

**c. Explain the impact on students who rely upon free and reduced-price school child nutrition services.**

The District will provide up to 15 extra enhancing and enriching days on non-scheduled Fridays for students. All students who attend on these days will be provided with a free snack and lunch.

**d. Explain the impact on the ability of the child nutrition program to operate an economically independent program.**

The District only receives reimbursement for approximately 55% of the total cost that we spent for food and labor. The unfunded balance of these costs is supported by the community through their M&O taxes or is absorbed through basic education dollars. By moving to a modified/flexible calendar, we will be able to reduce the overall expenditures from our food services program. This will allow some of the dollars pulled from basic education to be reallocated to other areas.

**Item 8: Explain the impact on the ability to recruit and retain employees in education support positions.**

- The reduction in funding from the State, beginning with the 2009/10 school year, put the

Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. It is our hope to be able to rehire a partial FTE classified assistant as well as recapture a portion of the certificated reading specialist's time.

- Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 70 miles per day to work. By moving to a modified calendar, staff could save 10-20% of their current out-of-pocket travel expenditures.
- The loss of hours for classified employees when we go from a 5-day calendar to a 4-day calendar could be partially recouped by offering them the option of working on the non-scheduled Fridays using Federal dollars.

***Item 9: Explain the impact on students whose parents work during the missed school day.***

We are a very unique community. Because we are a remote and rural farming community many families have at least one, if not both, parents off from the time harvest ends in the Fall until crops are again ready to be planted in the Spring. We also know that many other parents already work a modified schedule during the winter months. (Monday thru Thursday). The pay day for most of the farm workers is Thursday evening so they plan their shopping trips and appointments for Fridays. Because of the long distance (up to 45 miles one way) for parents to travel for services, parents often plan routine medical and dental appointments for their children on the same day that they do their banking and shopping. The new calendar would allow parents to take their students without it negatively impacting their child's education.

**Item 10: Explain how content is being accommodated from the waived days to the remaining days for elementary and secondary grades levels.**

It is our intent that by moving to a modified/flexible calendar we will be able to provide our students with a more complete educational experience that covers the full scope of the curricular content. District staff, administration and school board view this Pilot Program as a three stage effort to improve education for children.

Stage 1: Planning stage – 2008 through December 2009

Stage 2: Begins with the implementation of the modified calendar in January 2010. We currently have Pacing Calendars in place for math, reading and/or science. These Pacing Calendars align themselves to the GLEs and to the EARLS. During Stage 2, teachers will review and modified these Pacing Calendars as necessary to ensure that all content in the core curricular areas are completed inside the newly adopted calendar.

Stage 3: Staff will continue to improve upon instructional delivery throughout the three years of the Pilot Program to ensure that the delivery of instruction is more intentional and more deliberate.

- Although the educational week will be structured differently, the District will still maintain at a minimum the number of minutes currently provided in each core curricular area. For example, our 90 minute reading blocks will become 112 minute instructional blocks. (450 minutes per week)
- Longer blocks of time available to complete lessons
- More Tier 1 and Tier 2 Intervention time will be available by adding 10-20 minutes to the core curriculum areas daily (math, language arts, science)
- More learning opportunities will be available for advanced students, including Advanced Math and Honors Reading as well as additional enhancing and enriching activities such as robotics. Some of these activities will take place during the regular school day and others will be provided during the off-schedule Friday activities.
- Enhancing and enriching activities that have been lost due to funding cuts will be restored on non-scheduled Fridays: field trips, college visitations, outside instructional experts, staff support for projects such as science fair

**Item 11: Student achievement:**

**a. Describe the assessments and observations will the district use to analyze student achievement over the course of the waiver?**

The Paterson School District will continue to use MAPS (Grade 2-8; 3X Yearly), Dibels, State Assessments (formerly called WASL), WLPT, student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

**b. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred).**

Provided to SBE staff

**Item 12: Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g., lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).**

**Potential Academic Benefits:**

- Longer blocks of time available to complete lessons such as science labs
- More opportunities to personalize education to meet the needs of our students.
- Lower absenteeism of students and teachers.
- Additional direct instruction time available for math and reading interventions. (This will positively impact our fragile learners, and in particular our ESL students.)
- More opportunities to continue our curriculum review and purchase of materials.
- Fewer long commutes for students. (Many of our children spent more than 1.5 hours per day riding the school bus.)
- Additional support to the academic learning process by rehiring a partial FTE classified teacher assistant and recapturing a portion of the time lost by the certified reading specialist.
- District plan includes up to an additional 15 off-schedule Fridays to provide enrichment and enhancement activities such as field trips, fine arts, special project support, homework support – this will limit the disruptions to the regular instructional schedule. The 15 enhancement/enrichment days (70 hours) are in addition to the 143-days (1000 hours) of direct instructional time. Total direct instructional time available to students is increased to 1070 hours.

**Paterson School District Information from OSPI Report Card Web page**

Free or Reduced-Price Meals (May 2009)	61	55.5 %
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**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	45.5 %	45.5 %	81.8 %	
7th Grade	80.0 %	50.0 %	50.0 %	
8th Grade	90.9 %	54.5 %		27.3 %

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	81.8 %	54.5 %	72.7 %	
7th Grade	60.0 %	40.0 %	60.0 %	

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	50.0 %	8.3 %	50.0 %	
8th Grade	66.7 %	72.2 %		44.4 %

Met AYP in 2009?	In Improvement?	Summit District?
Yes	No	No

## **POLICY CONSIDERATION**

SBE staff and the Waivers Committee have reviewed all three applications and have determined that they meet the eligibility requirements and criteria required by the Legislature and SBE.

In review of statute, any application that spans more than three school years in whole or part should be amended to only span three school years.

In order to prevent the complication of overlapping waivers, any current waiver from the 180 school day calendar should be found to be null and void before an economy and efficiency pilot program waiver is granted.

The savings in transportation outlined in the applications may not be realized in whole or part by the districts. The office of Superintendent of Public Instruction (OSPI) will be working with each district that receives a waiver to determine if transportation funds will be prorated due to the reduced number of school days. SBE staff has informed each district of this possibility and has been working with OSPI on the issue.

## **EXPECTED ACTION**

Approval of the application under the following conditions:

- Lyle School District's and Paterson School District's applications should be amended to only span the 2009-10, 2010-11, and 2012-13 school years.
- Lyle School District's waiver from the 180 school day calendar, which was approved in September 2009, should be found to be null and void and all planned activities for that waiver should be incorporated into the economy and efficiency waiver and rescheduled to occur during one of the economy and efficiency waived days.